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ABSTRACT

A study undertaken to develop a framework or format for a policy and procedures manual at the Hahnemann Medical College of Allied Health Professions is reported. Included in this study were plans for the initial implementation, modification, and revision of the manual. The study was prompted by the observation that administrators had no ready reference to guide them in routine and non-routine operations and decision-making activities. Data-gathering involved the collection of models of procedure manuals from other institutions of higher education, from medical schools, and traditional institutions. Personal interviews with college officials were also conducted. From these data, the study committee drafted a plan for the development of the college's own procedures manual. The plan consists of a suggested outline for the manual. The proposed manual consists of six major sections: (1) a general section on the history, philosophy, and administrative procedures of the university; (2) programs of study; (3) student life; (4) faculty and personnel; (5) resources; and (6) research, evaluation, and planning. The study group recommended the adoption of the manual and its circulation to the Medical School and Graduate School administrators. A copy of the proposed manual is appended. (PJM/Author)

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ED200162

THE DEVELOPMENT OF A FORMAT FOR A POLICY AND PROCEDURE
MANUAL AND PROCESS FOR IMPLEMENTATION FOR THE HAHNEMANN COLLEGE
OF ALLIED HEALTH PROFESSIONS

COLLEGE GOVERNANCE

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PHILADELPHIA 78 CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

JUNE 30, 1980

Abstract of a Practicum Presented to Nova University in
Partial Fulfillment of the Requirements for the Degree of
Doctor of Education

The Development of a Format For A Policy and Procedure Manual
And Process For Implementation For The Hahnemann College of
Allied Health Professions

by

Raymond C. Gross

June 1980

The purpose of this study was to develop a format or framework for a policy and procedure manual and a plan for its development, implementation and continuation. The study was prompted by the suggestion that the College needed a system for cataloguing and retrieving the many directives developed since its inception. The procedures for this study included a review of relevant literature, collection of similar documents from other colleges and universities including both other medical university based Colleges of Allied Health Professions as well as traditional two and four year colleges and universities. An inhouse review of documents included all College Council minutes, the College Catalog, student and faculty handbooks and the institutions corporate policy and procedure manual. An advisory committee consisting of key individuals from the College was organized and served to guide the development of this project by critiquing and offering suggestions for improvement of each of its components.

The final project consisting of both an abbreviated and detailed table of contents, index, instructions for use and plan of action for initial development, implementation and continuance were submitted to the College Council for approval and activation.

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Corporate Policy and Procedure Manual

INTRODUCTION

Whatever the form of college governance and administration, there appears to be need for certain basic references containing information on key policy matters, administrative regulations and operational procedures that the institution has developed. Such references are commonly known as Policy and Procedure or Operations Manuals. They permit all individuals involved in the operation of a college to be aware of the college's mission and avoid wasteful effort caused by misinformation and lack of awareness of the established operating procedures, institutional policy and goals.

Additionally such references, if well designed should address many topics that may not otherwise be considered until a problem or question arises. These references thus reduce or eliminate many unforeseen problems that may occur in the absence of such documents. Consistency of operation is also fostered in light of ongoing changes in key personnel of the organization.

PURPOSE

The purpose of this practicum was to develop a format or framework for a policy and procedure manual and a plan for its initial implementation, modification and periodic revision for The Hahnemann Medical College and Hospital, College of Allied Health Professions.

PROBLEM

Currently, those involved in the administration and governance of The Hahnemann Medical College and Hospital, College of Allied Health Professions have no ready reference

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to guide them in routine and non-routine operations and decision making activities related to academic affairs, as well as inform them of the overall scope of the College, its activities, programs, goals and resources.

BACKGROUND

The College of Allied Health Professions is the undergraduate component of the academic division of a medical university hospital complex. At the corporate level, there does exist a policy and procedure manual; however, this document addresses a variety of matters related to the overall operation of the institution and does not include academically related matters. Although there is a section in the Manual titled Academic Affairs, only six statements appear in this section and deal mainly with fiscal matters such as budgets, finance, equipment and supplies, grants, research and facilities. A copy of the index of the Corporate Policy and Procedure Manual is attached.

Although a variety of academically related policy and procedure statements have been developed by the governing bodies of the College of Allied Health Professions since it was first organized in 1968, no cataloging or retrieval process has been established for those participating in the administration and governance of the College. Should a question arise over a particular matter of policy or procedure, one would have to review the minutes of the College Council and its Standing Committees to determine whether or not the issue has been addressed and if so, how it was resolved. Although the College does regularly publish a

College catalogue and student handbook, many relevant matters are not addressed by either document. Currently great dependency is placed on the informal communication process to maintain consistency of operation and decision making.

This leaves the consistency of the operation of the College greatly dependent upon the ability of individuals to recall approved policies and related procedures and to research the minutes of College Council and Standing Committees when a question arises or new situation develops. There is also no assurance that all key individuals participating in the operation of the College have a complete set of Council Minutes dating back to the beginning of the College. As the College continued to grow and develop, the need for such a reference increased.

REVIEW OF LITERATURE

A review of literature did not yield a wealth of readily accessible and well organized information on policy and procedure manuals; however, relevant information was found using a variety of sources.

Several of the approaches employed in searching for relevant material included a review of several texts on organization and management and commercially oriented handbooks for business managers and personnel directors, a search of the ERIC system and personal communication with key individuals who were identified as knowledgeable in the realm of communications and the subject of this proposal.

The results of the search for relevant information appears to indicate that the subject of policy and procedure

manuals is relevant to the day to day operations of organizations of all types, sizes and purposes, and such manuals are employed in many of these organizations. However, the theoretical base upon which such manuals are developed and employed is not well developed. Additionally, the perceptions of the role, function, responsibility for development and maintenance of such documents seems to be variable. This may be due to the multifaceted function of such documents as well as the various schools of organizational design and administrative practice.

Pfiffner and Sherwood (1960) briefly mentioned policy manuals in their discussion of organizational planning. At the time of their writing, they note that policy manuals were coming into vogue as a result of the development of the corporate level of management and the rise of organizational planning. The function of such manuals is to communicate to all echelons of the organization a basic set of values to guide decision making and would originate from the president's office with involvement of the planning unit. Some of the present diversity of views on the source and roles of such manuals may result from the diverse directions that organizational planning took in its development, most notably in the 1950's.

As Pfiffner and Sherwood (1960) describe it, the question of where organization planning units belong had two general responses.

If organizational planners join personnel, they cannot be management strategists because they are personnel men. If they look into

systems and procedures they become "head hunters". It is difficult to be a "head hunter" and a broad management strategist. (p.226)

Recent personal communications with knowledgeable individuals seems to point up the continuing diversity of opinion on the organizational unit responsible for the development of such manuals. While Williams (1980) felt that the responsibility and point of origin for policy manuals rested in the president's office, Rooney (1980) saw this as a function of the organization's personnel office.

Perhaps some parallels may be drawn between the development of the planning units within industry in the fifties and the development of institutional research units in educational institutions during the seventies. In both cases, the increasing complexities of the organization stressed the need for systematic approaches. This leads to increased attention being directed to better management, clarification of institutional objectives and priorities and in turn policies and procedures.

Mason (1972) and Martin (1972) both express concern over the planning function and policy formation of institutions of higher education and in turn, the role of institutional research units in these critical activities. The potential, if not the current role of the institutional research unit is seen by both to be one of assisting in clarifying institutional goals, establishment of priorities and formulation of policy.

In the introductory comments to a discussion on institutional research Stecklin (1970) also emphasizes the need to

formalize management.

There is little doubt that the business of higher education has become too complicated to "run by the seat of the pants." . . . The sheer magnitude of these increases in numbers (students) and finances had made the operation of colleges and universities much more complex and harder to understand. Because of the increased magnitude of the enterprise, and because of the markedly more conspicuous allocation of resources, individuals and boards responsible for the conduct of the enterprises have become increasingly concerned about efficient operation and effective utilization of resources. The administrators running the enterprise have been forced to adopt management science techniques to assist them in understanding a multitude of bewildering problems. (p.4-124)

In a discussion on organizational planning, Hicks (1972) views policies and procedures emanating from standing plans, that is, those which are used repeatedly. The standing plans in turn originate from organizational goals. A hierarchy is established where objectives lead to standing plans that in turn lead to policies, procedures and rules. The difference in the hierarchy of policies to rules may be seen as a continuum, with a range of flexibility to specificity in decision making aimed at accomplishing the organizational goals. Where policies are general statements that guide the decision maker, rules are specific statements of what may or may not be done and procedures are placed about midway between the two extremes.

In addition to describing policies as guidelines in a hierarchy of flexibility of behavior and decision making, Rakich, et al (1977) categorize policies as general and operational. General policies are broad in scope, affect the entire organization and are formulated by administration.

Operational policies are usually narrow in scope, apply to a unit of the organization and typically are formulated by the manager of the unit. Operational policies exist within the scope of and must be consistent with the general policies.

Although Drucker (1975) does not mention policy and procedure manuals as such, he points out many of the important activities of management that are supported by these manuals such as communication, control and planning. The importance of maintaining the vitality of an organization is also stressed by this author.

Hicks (1972) also presents an interesting view of the formulation of policies and procedures in the life of a technologically based organization. The development of policies and procedures occurs to guide decisions during the growth phase of an organization. In turn as the organization matures, refinement of procedures takes place. If in time performance becomes ritual, that is to be done without question, the end of the organization is not far off. Although this view may not have literal application to all organizations it does contain a message that should be heeded. The tendency to mindless ritual is perhaps one of the clearest arguments for ongoing organizational self evaluation and in turn periodic review and revision of a policy and procedure manual. This point is also made by Lawson (1978) in discussing when and why a personnel policy and procedure manual should be revised. In a more pragmatic manner, the works of Selz and Radlauer (1979), and Marland (1978), were also found to discuss approaches to the design of policy manuals as

well as practical "how to" steps in producing these documents.

Although Lawson (1978) wrote primarily for the industrial personnel manager, a number of the design principles and procedures have applicability to general and operational policy and procedure manuals. Points emphasized include the need for clear, concise composition and a well developed index. Similarly, VanDuyn (1975) emphasizes the need for tailoring the document for the specific institution and its unique needs. The need for involvement of key individuals during the development and revision of the document is also emphasized by both authors.

The four functions of manuals in the academic institution, according to Viola (1970), are first to serve as a reference book, second to orient new arrivals, third to inform the academic community of changes and fourth to promote the institution to prospective faculty and students. Accompanying the discussion on the function of manuals, Viola also provides sample outlines that may serve as a basis for designing these documents. In addition to an outline for a general administrative manual, guidelines are also offered for faculty, student and alumni handbooks. Suggestions are also made for special purpose documents such as for orientation programs.

Finally, the literature review yielded several examples of policy and procedure manuals for academic organizations such as a general manual developed by the Illinois Community College Board (1975). These manuals were employed along with those which were secured in the procedures of this study in

the development of the proposed manual for the College of Allied Health Professions.

SIGNIFICANCE

This proposed study is of direct relevance to The Hahnemann Medical College and Hospital, College of Allied Health Professions and had been approved by the Dean of the College. The objective of this study, is of direct benefit to the College, its administrators, faculty and students as well as other key personnel of the institution. It will, if accepted, provide all concerned a ready reference containing information involving virtually all aspects of the College and its operation which for many is currently not readily available. The intent of the manual is not to supercede the Corporate Policy and Procedure Manual, but rather compliment it.

This study was also relevant to the College Governance module in a direct manner. The effective operation and governance of an organization is dependent upon the effectiveness of its formal and informal system of communication. Key individuals participating in the administrative and governance of the College must be knowledgeable in matters concerning the College. The development and implementation of the reference will do much to insure this. The particular design of the format and the procedures of implementation and continuance must be developed in light of the existing features and characteristics of the administrative and governance structure of the College and the Corporation. Once developed, the manual will serve to promote the realization of the College's goals by fostering a more knowledgeable group of

administrators and faculty who participate in the governance of the College.

PROCEDURE

The procedures employed in the practicum included data collection, the establishment of a working advisory committee, construction of a prototype format for a policy and procedure manual and the development of a system for implementation and continuance. After review and critique by the advisory committee of the prototype format and process, appropriate revisions were made. The revised format was then employed to take one topical area and develop it based upon the policy and procedural decisions promulgated by council. The developed topical area was submitted to the advisory committee for critique.

The policy and procedure manual format, developed topical area and system for implementation and continuance have been submitted to College Council for acceptance. The final phase of the practicum which has also been submitted to College Council is a plan of action for developing the remainder of the policy and procedure manual, employing key administrators, college standing committees and adhoc committees as needed. The entire project as it was presented to Council is appended.

Data collection was accomplished by a continued review of relevant literature, gathering models of such documents from other institutions of higher education as well as review of documents published by the institution and college. Other institutions contacted fell within two groups. The first

group was made up of medical universities, sponsoring undergraduate Colleges of Allied Health Professions and the second was traditional two and four year colleges and universities located within the same geographic area as Hahnemann.

The names of appropriate medical universities were selected from those institutions who are listed both in the directory of American Medical Education 1979-80 (1979) and the Allied Health Education Directory (1978). The basis for selecting regional institutions was to develop a balance of two year, four year and university based institutions. Personal contacts of key individuals at several of the local institutions were utilized in the actual selection. If the initial selection of local institutions did not produce the desired response, a review of the Yearbook of Higher Education 1978-79 (1978) would have been used to identify alternative institutions. Letters and phone calls requesting samples of policies and procedure manuals were sent out and made during the month of February, 1980. Follow-up phone calls to non respondents would have been carried out in late February and early March had it been indicated.

An adequate response was projected to have been at least two documents from medical universities and three from regional institutions.

In-house data collection included a review of the Corporate Policy and Procedure Manual, and College of Allied Health Professions Council Minutes since 1968. The review of Council minutes was done to identify potential topical areas that should be contained within the manual. Other documents

reviewed included the College Catalogue, Student Handbook, and Faculty Handbook,

The Advisory Committee was established with the Dean's approval and was composed of key individuals within the College and the Institution. The desired composition of the Advisory Committee was at least one program director, one chairman of a college standing committee, the Associate Dean of the College and the Assistant Vice President for Academic Administration who is also a member of the institutions policy review committee.

Prior to the first advisory committee meeting an initial outline of the proposed manual was constructed. Review of sample documents together with the review of literature was used to determine the outline style as well as categorical headings for the proposed manual. Additionally, procedures for initial completion, implementation and continuance of the document were drawn up and submitted to the Advisory Committee prior to the first meeting.

The initial format and accompanying procedures were critiqued by the committee and revisions were carried out where indicated. The committee then reviewed the edited version and once more critiqued it. After the second revision, the format and accompanying procedures were sent to the committee for final review. Concomittment with the revision of the final format and procedure, one topical section of the manual was developed as an illustration for subsequent completion of the manual by others. The first draft of the section was submitted to the committee for review along with the finalized format.

Critique and revision of the topical area followed in similar process as the format and procedure.

It was anticipated that two revisions of each phase of the project would be adequate for acceptance by the Advisory Committee. Had the majority of the committee decided further revisions were necessary, a third revision would have been carried out before submission to the College Council for acceptance.

The final phase of the practicum was the submission to the College Council of the proposed policy and procedure manual format, suggested methods for use, and the completed topical example, together with a suggested plan for development of the remainder of the manual using key administrative individuals, standing and adhoc committees. This phase has been accomplished by having the project presented to Council for its consideration and has been placed on the agenda of the Council meeting which is to be held in July, 1980.

RESULTS

The procedures of this study were carried out as planned with the exception of the time frame within which the activities were to occur. Although the project began in January, 1980, due to a number of factors, it did not achieve the phase of active involvement by the Advisory Committee until June, 1980.

The data collection phase which involved the collection of models of such documents from other institutions of higher education experienced greater success than what was anticipated. Both groups of institutions, medical universities, and traditional institutions of higher education demonstrated

favorable support for this project. Since the response from the initial list of institutions contacted provided what was to be considered more than adequate data, follow-up procedures for securing alternate support was not needed.

Of the ten medical universities, that were asked to participate, eight replied. Of the eight respondents, three noted that they were not able to honor the request since they either did not have such a manual or the manual was in a state of revision. Two of these institutions in turn requested copies of this report so that they might have a model upon which to develop their own manual. The remaining five responding medical universities provided sample documents including faculty and student handbooks, union contracts and operations manuals for college administrators. The traditional institutions located in the Philadelphia area also responded very favorably. Two community colleges, one four year college and one university either sent or made their policy manuals available for use in this practicum. In addition, the associate dean of a medical university, the president of a community college and the dean for continuing education of a college extended invitations for personal interviews to discuss the matter further. All invitations were from individuals located in the Philadelphia area. The names of institutions and individuals from these institutions are noted in the reference section of this report.

The results of this phase of data collection, yielded a variety of documents and reinforced the findings of the review of literature. The existence and use of policy and procedure manuals varies widely. A number of institutions, both large

and small, either have no such manual or have one that may have fallen into disuse for whatever reason. Other institutions have no single centralized source of information, but rather, depend upon a variety of specialized documents and administrative memos which together may cover most or all major aspects but may not enjoy uniform distribution.

The personal interviews with college officials resulted in positive reinforcement for this project and many aspects uncovered in their literature. It was suggested that the completion of such a manual was no mean feat. To be successful, the development of the manual must involve the input of as many of the key people of the college as possible. Since these key individuals would be the primary users of the manual, they should also participate in its construction. It was also pointed out that such a manual, once developed, would require ongoing maintenance which should appropriately be supervised by a senior officer of the college, such as the Dean or Associate Dean. Additional points brought out during these interviews included the need to clearly define policies, procedures and regulations. The need to develop a carefully organized, complete and consistent indexing system which would permit the identification and location of all contents of the manual whether major or minor was also noted. Distribution was considered important, with the suggestion that at least one copy should be located in the College Library and be made available as a reference document. Another suggestion was that the design of the manual should be developed in consideration of the unique features and operational framework of the

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institution. This again reinforced the need for input by key individuals of the College.

In reviewing the actual documents submitted or made available in this survey it was noted that they were most commonly organized about the administrative and governance structures of the respective institutions. Sections were devoted to the administrative offices and organs of governance. Manuals of a more limited nature such as faculty handbooks simply dealt with relevant topics from the vantage point of the audience addressed by the document. One of the most useful documents for this study was the Policy and Procedure Manual from a four year college located in the Philadelphia area. The manual encompassed virtually all activities in the institution, was organized on a numerical coding system, defined and delineated policies, procedures and regulations, provided for a system of distribution and was designed to serve the several functions of such documents for colleges as mentioned by Viola (1970).

In addition to reviewing these documents for design features and coding systems, the actual topical features were also considered. This was done to identify matters which, in time, had become relevant to these institutions. Such topics which had not yet been considered by the Hahnemann College of Allied Health Professions, might if identified, prompt discussion, by their presence within the manual outline. Position statements could be developed on these matters prior to a situation that might not permit adequate time for thorough consideration and development of the most advantageous

posture for the College.

The major activity of the inhouse data collection was a review of all College Council minutes since its inception in 1968. The review of the minutes, which were rather extensive, demonstrated that many topics had been considered. However the review demonstrated that several topical areas reappeared over time and were treated somewhat differently on each occasion. This may have been due to the apparent lack of review of prior actions along similar lines as well as not researching the discussions upon which the actions were based. As an outgrowth some actions may have potentially been contradictory.

The review of minutes also demonstrated that on more than one occasion, Council actions were based on incomplete statements of policy, procedure or regulation. Where Council may have approved a statement, the actual development of the directive into its operational form occurred at some other time. The review of college publications which were also part of the data collection for this study demonstrated that Council approved statements evolved into directives within these documents which may not have been in complete alignment with the intentions of Council. As an example, College Council designated the Academic Standing Committee as a link in the student dismissal and appeal process. The College's student handbook also brings the Student Affairs Committee into the process, however no basis for this latter committee involvement was found in the review of Council minutes.

Generally, however the contents of the College catalogue

and handbooks did reflect the actions and intentions of the Council. The need for a central reference document was also demonstrated by the listing of courses found in the college catalogue. Some of these courses were either never brought to Council for approval through the appropriate channels or had been discontinued. Future editions of these documents would be more accurate if as in other institutions, a central document functioned as the source for all other college documents.

The advisory committee yielded many useful suggestions and additional topics that should be included within the manual. The need to develop a more comprehensive indexing system than the corporate manual was supported as well as the delineating and separatory policy, procedure and regulation. In addition to the involvement of the advisory committee, other individuals in the institution provided useful and important suggestions. The Director of the Institution of Equal Opportunity Office suggested several topics for inclusion as well as additional considerations for the implementation of the manual.

The entire project consisting of the policy and procedure manual format, developed topical areas, system for implementation and continuence, and plan of action for developing the remainder of the manual were submitted to the Council and have been placed on the agenda for the July, 1980 meeting.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This study was undertaken in response to the repeated suggestion that a system for cataloguing and retrieving the

many actions of the Hahnemann College of Allied Health Professions Council was needed. Subsequent to a review of relevant literature, gathering of similar and related documents from other colleges and universities, and establishment of an advisory committee; an outline for the manual and related action plans were developed. The project has been submitted to the College Council and has been placed on the agenda for its July, 1980 meeting.

Although several approaches were considered, the conceptual approach which formed the basis for the design of the outline of the manual was drawn from the Association of Middle States Colleges and Schools, Handbook for Institutional Self Study (1977). This particular approach took into consideration the many activities and operations of a college and permitted appropriate treatment of each topic whether or not directly related to a formal administrative or governance structure. Of the eight topics presented in the Handbook, six emerged that would serve as the major topical sections of the manual. Goals and objectives, organization and governance, and finance were combined into one section labeled General. Section two Programs of Study, incorporated all teaching and learning activities and related concerns. Student Life, section three, deals with all matters related to students including four standing committees of the College. Faculty related matters are considered in section four, support services in section five, and research and evaluation in section six.

The more commonly employed approach to the organization

of such manuals, college structure, was not chosen due to the unique nature and organization of the institution and its components. Had the more common approach been employed, several important areas might not have received adequate treatment. As mentioned in the Background section, the Hahnemann College of Allied Health Professions does not stand as a self sufficient organization, but rather, as the undergraduate component as a medical university complex. Many of the administrative and several of the governance activities of the College occur in a matrixed structure. An office or department may operate to serve the needs of all colleges in the Academic Division, or in some cases, such as Purchasing, serve the needs of the entire institution. Thus some matters such as those of the Bursars Office might not come under the direct control of the College but are relevant and impact on its operation. In all cases the attention paid to a office or department was limited to that which was relevant to the College. Where appropriate reference was made to the directives that already exist in the Corporate Policy and Procedure Manual.

Although the manual was organized about six major categories not related to structure, attention was given to incorporating, typically as section subheadings, all governance and administrative structures and activities of the College. Many topics thus developed were common to the typical institution of higher education while others reflected the unique purpose of preparing future health care professionals. Examples of the former are admissions, academic standing and faculty affairs; while clinical affiliates, student uniforms

and the role of program directors are examples of the latter.

When determining the type of system used to catalogue the contents of the manual, consideration was given to developing a system similar to the one employed in the corporate policy and procedure manual. However, important concerns prevailed against it. To be effective, the cataloguing system should be logical, consistent, expandable, and easy to understand. Policies, procedures and regulations related to a particular topic should, individually, be identifiable.

The system employed in the Corporate Manual employs a combination alpha and numerical system limited to major topics only. Policies, procedures and regulations are combined within manual insertions without differentiation.

The use of an alpha or letter system appeared inadequate and possibly confusing. Although some letters could logically relate to a particular topic such as "P" for programs, "A" could be used for only one of the several topics that begin with that letter. The other topics beginning with "A" would then be left with some unrelated designation. Employing the opposite approach of assigning topics unrelated alpha symbols, also appeared confusing and leading to additional effort on the part of the user. The selection of a numerical code fulfilled the criteria of logic, expandability, separate identification of each paragraph, if necessary, and ease of use. For additional clarity in identifying the degree of freedom permitted the decision maker, a color coding system was incorporated. This was also done to facilitate the ready location of the policy, procedure and regulation related to a

particular topic. Although this approach may require more paper in the initial construction of the document, changes will require the addition or replacement of fewer pages. While procedures may change frequently, policies do not.

The length of the table of contents was another concern in the development of this project. While a brief table of contents with a complementary index is more frequently encountered, it would not facilitate the location of all individual directives.

The table of contents actually developed provides both an abbreviated and detailed description of the proposed topics to be included within the manual. Accompanying the Table of Contents is a detailed index with topics arranged in alphabetical order.

The three ring loose leaf binder was the suggested system for containing the manual since it would likely be implemented in sections, and once developed would undergo continuous revision. The use of more permanent systems would add unnecessary cost and require the replacement of the entire document if even one revision were required.

The suggested distribution of the manual was developed with the desire of cost containment balanced by ease of access for key individuals in the college and the institution. In addition to the assignment of copies to specific offices, a copy is to be located in the reference section of the library. Each copy of the manual will be numbered that will in turn facilitate control as well as periodic updating of all copies of the manual. Several additional copies should be prepared

and maintained to permit replacement of lost, stolen or damaged copies as well as for additional offices that may be assigned a copy.

The assignment of a key individual in the college to coordinate the implementation and continuation of this project is critical to its success, this individual should have experience in developing other college documents and should have access to the necessary supportive services. It would also be helpful if this individual held a prominent office in the organization of the College. The actual selection and assignment of the project coordinator will be decided by the College Council.

It is anticipated that the initial completion of this manual will take at least one full year and will require the involvement of many key individuals in the college and the institution. Procedures for additions to and revisions of the manual were developed so as to occur within the current governance process of the College. In addition to the ongoing development of the manual, a review of the entire document is suggested to occur periodically to assure its continued usefulness. As pointed out by Hicks (1972), mindless ritual signals the end of an effective organization or at least the end of the usefulness of the policy and procedure manual.

The implications of the development of the format for a policy and procedure manual along with plans for its development and continuation are several.

First the Hahnemann College of Allied Health Professions will have a system for cataloguing and retrieving the many

directives that have been developed over the years since its inception. Additionally, the manual once developed will serve as a vehicle for orientation of new administrators and other key officials. The manual will serve as a master document from which other college publications will be derived. The accuracy and currency of such publications will thus be enhanced, while the effort required to assemble such documents will be reduced since all relevant information will be readily available. Key offices both within the college and the institution will receive timely notices of changes in policy, procedures and regulations that impact on the operation of the College, its faculty, students and staff.

Second, the anticipated approval of this project and the subsequent completion of a Policy and Procedure Manual for the College of Allied Health Professions may prompt the development of similar manuals for the other components of the Academic Division of the institution. Many of the problems experienced by this College due to the lack of such a manual are also experienced by the other Colleges. It would not be enough to simply duplicate the manual for their use, since the format was developed to meet the unique needs of an undergraduate college. However the availability of this manual once completed, would certainly reduce the time and effort needed to develop similar documents for the other colleges of Hahnemann.

The third affect of this project, if realized, would be that of serving as a model document for other Colleges of Allied Health Professions. As noted previously, two of the

institutions participating in this study requested copies of the final report so that they may incorporate it within their own efforts to develop similar documents. Should the manual be fully developed and implemented, a copy of it will be submitted to the ERIC system for publication.

RECOMMENDATIONS

1. The Council of the Hahnemann College of Allied Health Professions should consider the attachment to this report titled A Suggested Plan for the Development and Implementation of a Policy and Procedure Manual for the College of Allied Health Professions.
2. If the College Council accepts the plan for developing a policy and procedure manual, the suggested activities should be initiated and a project coordinator should be identified to supervise the ongoing development and continuation of the manual.
3. If the College Council finds the attached plan acceptable, copies of the plan should be distributed to the Deans of the Medical College and Graduate School so as to prompt the development of similar documents for components of the Academic Division of Hahnemann.
4. If the suggested plan for developing a policy and procedure manual is implemented, the completed manual, with the approval of the Dean of the College should be submitted to the ERIC system for publication.

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PARTICIPATING INSTITUTIONS

Community College of Philadelphia, Philadelphia, Pa.

Delaware County Community College, Media, Pa.

Drexel University, Philadelphia, Pa.

Howard University, College of Allied Health Sciences,
Washington, D.C.

Indiana University, School of Medicine, Division of Allied
Health Sciences, Indianapolis, Ind.

Philadelphia College of Textile and Sciences, Philadelphia, Pa.

State University of New York at Buffalo, School of Health
Related Professions, Buffalo, N. Y.

Temple University, College of Allied Health Professions,
Philadelphia, Pa.

University of Alabama in Birmingham, School of Public and
Allied Health, Birmingham, Ala.

University of Kentucky, College of Allied Health Professions,
Lexington, Ky.

University of North Carolina, School of Medicine, Department
of Medical Allied Health Professions, Chapel Hill, N. C.

University of Pennsylvania, School of Allied Medical Profess-
ions, Philadelphia, Pa.

APPENDIX A

A SUGGESTED PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A
POLICY PROCEDURE MANUAL FOR THE CAMP.

Prompted by the suggestion of several individuals that a need exists within the CAMP for cataloguing and retrieving the many actions of College Council, a proposed system has been developed and is presented for consideration.

The first component of this system (Attachment A) is a suggested outline for the manual. It was developed after a review of relevant literature including several manuals from other colleges. The outline of the Manual is prefaced by several introductory statements that would orient the reader to its use. The outline itself is organized on a numerical system which permits logical and consistent cataloguing and retrieval of information.

The organization of the Manual was based upon the perceived need to consider all aspects of the operation of the College. The suggested format offered by the Middle States Association for institutional self-study provided the conceptual approach upon which the outline was developed. An alternate approach would be to organize the Manual about the Standing Committees of the College.

Actual topical areas within each of the six major sections were developed as a result of reviewing all previous College Council minutes since the inception of the College in 1968. The actual decisions of Council along with the dates were entered on index cards, and will be useful for future development of topical areas. Other documents reviewed were the College Catalogue, and Student and Faculty Handbooks.

Placed within the introductory section of the Manual are operational definitions of policy, regulations and procedures along with a suggested color coding system which would facilitate identification of manual entries. A suggested layout is also provided that would foster consistency of development and enhance readability of the document.

It is anticipated that the suggested arrangement of topical areas within each of the major sections will undergo reorganization as the Manual is actually assembled. The organization of major paragraphs and subparagraphs was in some cases arbitrary and limited by the perceptions of the writer. In all cases, the expertise of individuals more intimately involved with the particular section should be relied upon for the final design.

A suggested plan for initial implementation is provided in Attachment B. It would appear that the Standing Committees of the College or key individuals responsible for a given area would be most appropriate for developing the various sections of the Manual. It would appear reasonable that most of the initial development of the Manual could be achieved by the end of the next academic year if not sooner.

A suggested plan for the ongoing development and periodic revisions of the Manual are provided in Attachment C. Even before the initial development of the Manual is completed, revisions of policy procedures and regulations will occur on an ongoing basis. It is suggested that a key individual who has demonstrated expertise in preparing other college publications be designated as the coordinator for both the initial and ongoing development and evaluation of this Manual.

It has been a valuable learning experience to conduct this exercise and it has demonstrated how much effort has been invested in the development of this College by the many dedicated individuals who have made it what it is.

ATTACHMENT A

DISTRIBUTION OF POLICY, REGULATION AND PROCEDURE MANUAL

<u>COPY NO.</u>	<u>TITLE</u>	<u>LOCATION</u>
1	President	
2	Vice President for Academic Affairs	
3	Dean	
4	Associate Dean	
5	Director of Admissions	
6	Director of Student Services	
7	Registrar	
8	Bursar	
9	Director of Financial Aid	
10	Director of Student Health	
11	Real Estate Office	
#12 through #20	Chairman of Standing Committees	
#21 through #33	Department Chairmen	
#34 through #48	Program Directors	
#49	Library (reference)	

PREFACE FOR POLICY AND PROCEDURE MANUAL

The development of this Manual grew out of the need recognized by many for a system of cataloguing and retrieving the policies, regulations and procedures that have been developed within the CAHP since its inception in 1968. This document is not intended to supercede the Corporate Policy and Procedure Manual but rather to compliment it.

This document has several functions. It serves as a day to day reference for key College personnel, an orientation guide for new faculty and staff, a means of informing College personnel of change, and a compendium of all written guidance by which the College functions. As a compendium, it serves as a source for College publications such as the catalogue, Faculty and Student Handbooks, and brochures; all of which reflect the Manual and interpret needed content consistently to different audiences. In addition to being a vital reference, the Manual serves to orchestrate the development of appropriate policy, regulations, and procedures. Inconsistency and duplication can thus be avoided and continuity achieved in the event of future personal changes. Suggestions for improvement are always welcomed and it is expected that the document will continue to grow and mature as does the College.

INTRODUCTION TO POLICY AND PROCEDURE MANUAL

This Manual has been organized about the six categories that reflect the major areas of concern for an academic institution. This approach permits adequate treatment of all pertinent matters of concern whether or not the relevant item is under the specific jurisdiction of the College. The six categories are numerically coded with each titled paragraph and subparagraph identified by a numerical sequence, not in alphabetical outline. Both the Table of Contents and Index list topics by their reference number. There is no general page numbering system; the Table of Contents reference numbers for major concept headings will serve this purpose throughout the Manual. Lengthy series of repetitious reference numbers will be avoided by eliminating similar initial digits in subsequent paragraphs except when beginning a page. Since policy, procedure and regulations are integrated within each section, a color coding system is used for ease of identification. The suggested colors are white (policy), green (procedures), and yellow (regulations). A pink page will be inserted as a space holder for headings which exist but have not been developed.

The first section of the Manual serves as a repository for general organizational information along with information related to the general operation of the College. Sections two, three and four deal with specific academic concerns and incorporate the activities of several Standing Committees of the College. Section five, Resources, provides useful information of the academically related resources of the institution. Section six, Research and Evaluation, represents the least developed but perhaps the most

important area to be considered for the decade ahead. In addition to including cross references to the Corporate Policy and Procedure Manual, copies of the Corporate Manuals Table of Contents, and Index are also provided.

WORKING DEFINITIONS AND FORMS

Policies, procedures and regulations originate from organizational goals. A hierarchy is established where goals lead to plans and in turn lead to policies, procedures and rules. The difference in the hierarchy of policy to rules may be seen as a continuum with a range of flexibility to specificity in decision making aimed at accomplishing the organizational goals.

Within this Manual, the following working definitions are used: Policy, an official statement of the College Council as expressed in its minutes and approved by its Board of Trustees of the Institution. Policies are broad authorizations or prohibitions, generally developed with administrative, faculty, and where appropriate student participation. A policy normally concerns itself with general outlines of guidance, which transcend time and personality; hence, they rarely change.

A Regulation is a more specific directive aimed at implementing policy in a particular set of circumstances. College regulations are approved by the Council of the College and are submitted to the Board of Trustees for information.

Procedures on the other hand are the day to day operating instructions. They are methods, or sequences of actions to follow in accomplishment of detailed tasks. Procedures are developed and implemented by the administrative officers or committees responsible for the activities and are submitted to Council for approval when coordination is necessary and other areas of the College are affected.

Forms are often developed to compliment or expedite a procedure. For appearance and readability, a standardized format for layout of all Manual entries is as follows:

Paper - 8½"x11" - Punched for three ring loose leaf binder and colored appropriately for the type of entry.

White: Policy Yellow: Regulations

Green: Procedure Pink: Space holder

Print - Courier 10 (Pica)

Design: Attachment one will be used as the face page for each new entry and attachment two will be used where necessary for continuing pages of the entry.

Standard Data: The following information is to be provided on all entries in the manual as provided on the forms (attachment one and two).

Section - Describe major section for entry

Subject - Describe subject heading entry

Number - List entire numerical code designated for entry.

Where an entry extends beyond one page, only the complete numerical designation need be carried over to the top of the continuing page.

Effective date - List date approved by Council or appropriate office.

Supercedes - List date of issue being replaced. If no previous issue exists, state "none."

Author - List last name of individual who authored the new entry.

Page - List actual page number of each sheet along with the total pages for the entry as examples:

Pagination for the second of a three sheet entry would read page 2 of 3.

Pagination for a one sheet entry would read page 1 of 1.

See sample direction for 2.3.3.50 to 2.3.3.58 (Academic Calendar).

The Hahnemann Medical College and Hospital
College of Allied Health Professions

Effective Date _____
Supersedes _____
Author _____
Page _____ of _____

Section: College Calendar
Subject: Policy

2.3.3.50 Academic Calendar

.51 Policy - The College of Allied Health Professions shall develop an academic calendar in consort with the other bodies of the institution. Every effort will be made to achieve uniformity of academic calendars in consideration of the needs and interests of the students and faculty. In all cases the calendar will conform with institutional guidelines including recognition of legal holidays.

.52 Policy - The College of Allied Health Professions is established on a quarter system where the calendar year will be divided into quarters providing for four instructional periods. Each quarter will be equal and will provide for 12 weeks of academic activity.

.53 Policy - Within the College of Allied Health Professions the academic quarter will be further defined as follows:
- The first eleven weeks of academic activity will contain planned teaching and learning activities. The twelfth academic week will be dedicated as final exam period. During final exam period no regularly scheduled classroom or learning activity will be scheduled for those courses that provide for an identified formal final examination activity.

The Hahnemann Medical College and Hospital
College of Allied Health Professions

Effective Date _____
Supersedes _____
Author _____
Page _____ of _____

Section: College Calendar
Subject: Procedure

- 2.3.3.54 Procedure - The Curriculum Committee will develop and submit to College Council for approval a proposed calendar. The development of the calendar shall occur in two phases. Phase One - 18 months or more before the beginning of the academic year - a projected calendar will be developed in consort with representatives from the other academic groups of the institution.
- Phase Two - 6 months prior to the beginning of the academic year the Curriculum Committee will again confer with other academic representatives and will develop and submit to Council an operation calendar.
- Once CAHP has adopted an operational calendar, any change in the calendar must first be approved by College of Allied Health Professions Council.

The Hahnemann Medical College and Hospital
College of Allied Health Professions

Effective Date _____
Supercedes _____
Author _____
Page _____ of _____

Section: College Calendar
Subject: Regulation

- 2.3.3.55 Regulation - Official college documents that shall publish operational and projected calendars shall include the College Catalog, Student Handbook and Faculty Handbook. Official publications which contain operational and projected calendars as approved will provide appropriate disclaimers for the projected calendar period.
- .56 Regulation - Posting of Official Calendar - The approved operational and projected calendars shall be posted in the following locations: CAHP Bulletin Board, Dean's Office, Office of Department Chairmen and Program Directors, Office of Director of Student Services.
- .57 Regulation - All CAHP programs and courses will operate within the established quarter system unless specifically approved as an exception.
- .58 Regulation - The first day of the fall quarter is considered to be the start of the academic year and the last day of the summer quarter is considered to be the end of academic year.

GUIDELINE FOR DEVELOPING POLICIES

Policies are usually broadly worded statements that evolve from institutional objectives. Such statements should be devoid of procedural matters or specifics founded in explicit concrete instances. Policies are guidelines for decision making behavior.

Examples:

Policy - The program shall be responsible for accepting applicants.

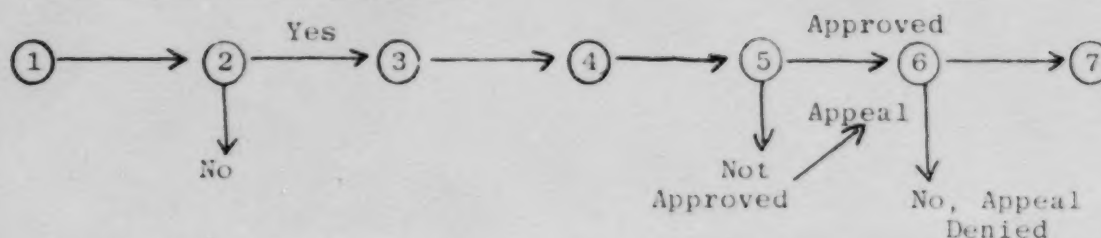
Policy - The student has the right to appeal unfavorable decisions of the CAHP.

GUIDELINE FOR DEVELOPING PROCEDURES

Procedures are descriptions of tasks, typically multi step, that are performed by individuals who are usually identifiable. Procedures deal with specific outcomes; i.e. assignment of transfer of credit, sending a letter to a student, completion of a registration form.

When describing a procedure or protocol for action, step by step listing of the events usually in chronological order is most suitable. Usually one action should equal one step. Although procedures are rooted in the concrete they should provide needed flexibility. A mindless bureaucratic procedure is often times worse than no procedure at all. Procedures are fixed in time and become obsolete as change occurs. Procedures require periodic and sometimes frequent revision.

It is often helpful in summarizing a procedure by using flow charts to describe a sequence of actions. Lack of artistic talent need not be a barrier to a developing flow chart, all that is needed is a pencil and ruler, and each step is represented by a box or circle and arrows show possible routes by which the activity may flow. Example transfer of credit process - see next page

TRANSFER CREDIT PROCEDURE

1 = Completed application

2 = Identification of possible transfer courses

3 = Collect supporting data

4 = Program director completes transfer of credit form

5 = Course director review of form, transcripts and supporting Documents

6 = Admissions Committee

7 = Registrar's office and student advisement

GUIDELINE FOR DEVELOPING REGULATIONS

Regulations are specific statements dealing with either required or prohibited actions. Such statements are totally fixed in the real world and will specify who, what, when and where.

Example - All candidates for a degree must participate in commencement exercises unless excused by the Dean.

- Alcoholic beverages are prohibited from all CAHP sponsored student activities - functions.

ATTACHMENT # 1

The Hahnemann Medical College and Hospital
College of Allied Health Professions

Effective Date _____
Supersedes _____
Author _____
Page _____ of _____

Section: _____
Subject: _____

Number _____

ATTACHMENT # 2

The Hahnemann Medical College and Hospital
College of Allied Health Professions

Page ___ of ___

Number

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- 2.0 Programs of Study
- 3.0 Student Life
- 4.0 Faculty and Personnel
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- 6.0 Research Evaluation and Planning

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- 1.2 History
- 1.3 Philosophy
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With each program include start date, degree granted, professional accreditation status (who - date), certifying agency for graduates # students, currently approved curriculum (outline

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ATTACHMENT B

ATTACHMENT B

Phase One - Initial Development and Implementation of the College Policy and Procedure Manual.

- 1 - Presentation of the design format of the Policy and Procedure Manual to the College Council, accompanied by a plan of action for the development and assignment of project coordinator (July, 1980).
- 2 - If approved, assign sections of the manual to appropriate committees and key personnel (July, 1980). See Attachment 1. The respective individuals would be provided a copy of the Table of Contents, Index, and introductory statements which contain guidelines for drafting manual entries. Due date for completion of drafts will be June, 1981. However, all individuals should be urged to utilize the summer months of 1980 to accomplish as much as possible.
- 3 - Data collection for developing assigned topical areas should include a review of College Council minutes and official publications of the College and Institution. As an aid to research, a set of reference cards is available that summarize all past actions of Council along with the date of actions. These cards will be made available through the assigned project coordinator.
- 4 - Analysis of data. After material is gathered, the information should be reviewed in chronological order and evaluated for completeness and consistency. Consideration must also be given to that which is the currently accepted understanding of what is done.

Where gaps and inconsistencies are noted, clarification should be achieved. Included within this area are topics which either never been acted on but are part of the administration and

governance process as well as those items which have through time undergone change. Matters of policy and regulation will require College Council action.

- 5 - Development of manual sections. The next phase in the process is to organize and categorize information which is to be placed in the manual. The appropriate section of the suggested Table of Contents should be reviewed and restructured as necessary so that all relevant information receives appropriate treatment. Then the actual draft of the entries should take place. Policy, procedure and regulations should be clearly designated and delineated.
- 6 - Editorial review. Drafts of sections should then be submitted to the project coordinator for review. At this point material may be submitted to the College Council for affirmation or returned for revisions.
- 7 - Affirmation by Council and others. As sections of the manual are developed, final draft copies will be submitted to the College Council for review and affirmation. When topical areas influence or involve other components of the institution, draft copies should also be submitted to the appropriate office for review and affirmation of the information presented.
- 8 - Duplication and distribution. Final draft copies which have been accepted by Council and others will then be duplicated by the Print Shop using the suggested coding system and distributed to all manual holders.

It is anticipated that the development and implementation of the Manual, if started in July, 1980, will likely extend into the next academic year with a final target date for completion of September, 1981.

ATTACHMENT C

ATTACHMENT C

Phase Two - Plan for ongoing development and periodic revision of the CAHP Policy and Procedure Manual.

Action items of committee reports as well as other discussions of Council that represent changes in College policies, procedures or regulations should be organized and prepared for inclusion in the College Policy and Procedure Manual. Such insertions should be presented to Council for approval as part of the minutes of the meeting where the actions took place. All such actions will be prefaced by the appropriate category heading and identification of the type of action that it represents, i.e. policy procedure regulation.

After approval of minutes and attachments by College Council, materials to be included within the Policy and Procedure Manual will be sent to the Print Shop, duplicated and then distributed to policy holders.

To facilitate the adoption of new items and revisions of existing policy, procedure and regulations it is suggested that College Council extend its protocol for committee reports to include the following:

- 1 - Any items brought to Council for action should be prepared as complete statements and indicate the type of decision it represents; policy, procedure, or regulation.
- 2 - The request for action should also describe the impact that the proposed action will have on existing College directives and when appropriate copies of existing actions which will be directly affected should be attached for information.
- 3 - After the item has been acted on by Council, the draft with revisions should receive editorial review prior to submission as an attachment to College Council minutes. During the editorial

review the action will also be assigned the appropriate numerical code and will be prepared for duplication utilizing the suggested forms for Policy and Procedure Manual insertions. Additionally, Table of Contents and Index will be revised if indicated.

- 4 - The edited items which have been acted upon by Council and entered on Policy and Procedure forms will be attached to College Council minutes and submitted for approval along with minutes of the meeting where the action was approved. Should the College Council have question or wish not to approve the action as submitted, the action will be referred back to the appropriate office or committee for further consideration and will reenter the process at the next Council meeting.
- 5 - Subsequent to the approval of the minutes and attachments, the items will then be sent to the Print Shop for duplication and then distributed.
- 6 - Biannually, or more frequently if indicated, the entire Policy and Procedure Manual should be reviewed in its entirety. Input should be sought from College Council, the Standing Committees of the College and key college personnel. The criteria for review should include continued suitability of design, accuracy of the information contained within the manual and conformance with that which is considered the then current system of operation of governance and administration of the college. It is suggested that the biannual review occur during the year opposite that of the revision of the College catalog.